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ABSTRACT

The Test Collection of the Educational Testing Service is an extensive library of standardized tests, record and report forms, and assessment devices. It also includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews and reference volumes on measurement and evaluation. A special Head Start Test Collection provides information about assessment instruments for those engaged in research or project direction involving young children. Any Bulletin entry concerning Head Start will be preceded by a boy or girl symbol. Presented in this issue of the Test Collection Bulletin are listings under the headings of: acquisitions issued in the United States and in foreign countries on Achievement; Aptitude; Personality, Interest, Attitudes, and Opinions; Miscellaneous, Sensory-Motor, Unidentified; Announcements Received; Test Distribution Changes; Test No Longer Available; Test Reviews; and New References, Publishers, and Addresses. The addresses of those publishers and organizations whose materials and services are mentioned are also listed. (LS)

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A QUARTERLY DIGEST OF INFORMATION ON TESTS

test collection bulletin

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Eleanor V. Horne, Editor
Vol. 6, No. 1

January 1972

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A special Head Start Test Collection has been established to provide information about instruments for those engaged in research or project direction involving young children. Any *Bulletin* entry of particular interest to those working with children from birth to age nine will be preceded by the symbol or .

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ACQUISITIONS

Unless otherwise indicated, the tests have been published in the United States.

Achievement:

Africa South of the Sahara: An Objective Test for Secondary Schools; 1967; Grades 7-12; Project Africa, Carnegie-Mellon University.*

Measures factual knowledge about the geography, people, history, culture, and contemporary events in Africa, south of the Sahara.

* Available as ERIC Document ED 030 010.

Alphabet Name Inventory—Printed Upper Case by Jack Victor and Alan R. Coller; c1970; Preschool-Kindergarten; Institute for Developmental Studies, New York University.

An individually administered test of specific knowledge of the alphabet.

Cloze Procedure II—Fifth Grade; Not Dated; Grade 5; Institute for Developmental Studies, New York University.

Measures comprehension by testing the child's ability to predict words deleted from a passage. There is an auditory and visual presentation. In the auditory presentation the passage is played on a tape recorder. In the visual presentation, the child reads the passage and then supplies the missing word. Absolute, Contextual, and Grammatical Scores are provided for the visual and auditory presentations of the passages. The Absolute and Contextual Scores indicate the child's ability to supply a word that maintains the meaning of the paragraph. The Grammatical Score is an indication of the ability to supply a word with the grammatical structure required by the paragraph regardless of the meaning.

Cloze Procedure II—First Grade; Not Dated; Grade I; Institute for Developmental Studies, New York University.

The cloze procedure is a word-deletion technique that measures comprehension. The child is asked to supply the missing words in a story taped during a regular classroom lesson. Three scores are provided. The Absolute Score and Contextual Score are measures of the child's ability to supply a word that maintains the meaning of the passage. The Grammatical Score is a measure of the ability to supply a word meeting the grammatical requirement of the sentence, even if the meaning is inappropriate.

Cornell Critical Thinking Test, Level X by Robert H. Ennis and Jason Millman; c1961-71; Grades 7-12; Cornell Critical Thinking Project.

Measures achievement in logical thinking. The student is asked to indicate what bearing—if any—certain information has on a hypothesis; to judge the reliability of information on the basis of its source and the conditions under which it was secured; to judge whether a statement follows from premises (deductive logic) and to identify assumptions.

Cornell Critical Thinking Test, Level Z by Robert H. Ennis and Jason Millman; c1961-1971; Grades 13-16; Cornell Critical Thinking Project.

Measures achievement in logical thinking. Covers the ability to: determine whether a statement follows from premises (some of the material is emotionally loaded and was purposely included by the authors); to detect fallacies in ambiguous arguments; to judge the reliability of observations and the authenticity of sources; to judge the direction of support—if any—for a given hypothesis; to select useful hypotheses and testing predictions; to request a definition that best expresses usage of a term; and the ability to judge assumptions.

Instructional Objectives Exchange: Objective Collections; Not Dated; Instructional Objectives Exchange.

A series of 35 separate collections of instructional objectives. Each objective included in the *Collection* consists of three elements: the objective, a pool of measurement items, and means for judging the adequacy of the student's response. The *Collections* concerned with cognitive outcomes are described below. Two others focus on affective outcomes. (They are listed in the section "Personality, Interests, Attitudes, and Opinions.")

American History Grades 7-12. Covers the political, social, and economic concepts, problems, and fundamental issues in American history from the Pre-Revolutionary Period to modern times.

Auto Mechanics Grades 10-12. Includes the major behavioral objectives required in a comprehensive course in automotive tune-up and repair.

Biology Grades 10-12. Emphasizes processes of inquiry and laboratory work, either directly or indirectly. The *Collection* is based on the Biological Sciences Curriculum Study. However, the objectives and terms can be used with othe programs.

Business Education—Bookkeeping Grades 10-12. Includes the basic procedures and concepts fundamental to the bookkeeping cycle: journalizing; posting; preparing a trial balance; financial statement; balancing and ruling accounts. Also covers handling of banking transactions; receiving, disbursing and recording cash transactions; handling payroll records; recording accrual deferred expenses and depreciation; and bookkeeping vocabulary.

Business Education—Business Law Grades 10-12. Emphasis is placed on the basic fundamentals and skills of business law. Covers legal foundations, the laws of contracts, property, negotiable instruments, insurance and agency.

Business Education—General Business Grades 10-12. The instructional objectives and the items to assess the attainment of the objective include such topics as money and banking, consumer buying, credit, economic risks (insurance), money management, communication services, and transportation and shipping services.

Business Education—Secretarial Skills Grades 10-12. Covers typing, shorthand, office machines, filing, telephone answering and processing, basic forms of business English, and the fundamentals of office behavior and appearance.

Electronics Grades 7-12. Covers basic concepts and skills of electronics. Content areas are: fundamentals; direct current circuits; primary and secondary batteries; magnetism; electro-magnetic induction; direct current generators; alternating current single-phase circuits; transformers; and regulators.

English Grammar Grades 7-12. Emphasis is on Robert's transformational approach to teaching grammar. Major areas covered are syntax, morphology, and phonology. Some objectives which deal with the traditional approach to grammar are included.

English Literature Grades 7-9. The ability to analyze literature and to evaluate its effects is stressed. Literary types covered are the novel and poetry.

English Literature Grades 10-12. Content areas are poetry, the novel, drama, the short story, and nonfiction. Emphasis is placed on the ability to analyze literature and to evaluate its effects.

English Skills Grades 7-9. Content areas are: speech, composition, mass media, reference skills, and mechanics and conventions.

English Skills Grades 10-12. Covers speech, composition, mass media, reference skills, and mechanics and conventions.

General Mathematics Grades 10-12. Emphasis is on general concepts and skills. Covers: sets; numbers, numerals and numeration systems; operations and their properties; measurement; geometry; probability, graphs, and statistics; applications and problem solving; order and logic.

General Metals Grades 7-12. Covers the properties of metal, operations and functions, cutting and shearing, filing, cutting holes, grinding, finding metal, forming metal, metal spinning, threaded fasteners, soldering, riveting, sheet metal seams, polishing and buffing metal surfaces, and decorating metal.

Health (Nutrition) Kindergarten-Grade 6. Covers daily food choices using the four food groups, nutrients from foods, how the body uses food, food processing, consumer education in advertising and merchandising, and cultural and social uses of food.

Home Economics Grades 7-9. Child development, clothing and textiles, consumer practices, foods and nutrition, home management, and family economics are covered.

Home Economics Grades 10-12. Covers child development, clothing and textiles, consumer practices, foods and nutrition, home management, and family economics.

Language Arts Kindergarten-Grade 3. Writing skills, simple paragraph and letter forms, grammar skills, listening and speaking skills are included.

Language Arts Grades 4-6. Content areas are: structure and types of sentences, parts of speech, capitalization, punctuation, linguistics (word analysis), composition, and literature.

Language Arts Grades 7-9. Emphasis is on reference skills, listening and speaking skills, composition, and literature.

Mathematics Kindergarten-Grade 3. Emphasizes the introduction of concepts and skills. Content areas are: sets, numbers, numerals and numeration systems; operations and their properties, measurement; geometry, relations, functions, and graphs; probability and statistics; applications and problem solving; and mathematical sentences, order, and logic.

Mathematics Grades 4-6. Covers sets; numbers, numerals, and numeration systems; operations and their properties; measurement; geometry, relations, functions, and graphs; probability and statistics; applications and problem solving; and mathematical sentences, order, and logic.

Mathematics Grades 7-9. Content areas are: sets; numbers, numerals, and numeration systems; operations and their properties; measurement; geometry, relations, functions, and graphs; probability and statistics; applications and problem solving; and mathematical sentences, order, and logic.

Mechanical Drawing Grades 7-12. Covers basic drafting skills, beginning lettering, making the drawing, orthographic projections, dimensioning scale drawing, pictorial drawing, dimensioning pictorial drawings, section drawing, auxiliary views, the draftsman and the shopman, thread conventions and thread symbols, assembly and detail drawing, reference and constructions.

Music Kindergarten-Grade 6. Emphasis is on major concepts, fundamentals, and applications in music appreciation. Covers melody, harmony, musical forms, musical sound, musical style, rhythm performance skills, and band instruments.

Physical Education Kindergarten-Grade 3. Content areas are: perceptual motor, sensory motor, locomotor skills, nonlocomotor skills, balance, eye-foot skills, eye-hand skills, and dance.

Reading Kindergarten-Grade 3. Word recognition, comprehension, and study skills are emphasized. Word recognition and comprehension are subdivided into phonetic and structural analysis, literal, interpretive, critical, and vocabulary comprehension. The study skills included are: alphabetizing; reading rate; organization; and use of references, pictorial, and graphic materials.

Reading Grades 4-6. Covers phonetic and structural analysis; literal, interpretive, critical and vocabulary comprehension; alphabetizing; reading rate; organization and use of references; pictorial and graphic material.

Reading Grades 7-12. Covers structural analysis, phonetic analysis skills, critical comprehension, and study skills.

Social Science—Geography Kindergarten-Grade 9. Includes map and globe skills, geographical features, terminology, climate, land change, time zones, communication, weather, earth and sun relationships, transportation, and man and environment.

Spanish Grades 7-12. Emphasis is on the basic concepts and skills structural to the discipline of Spanish. Covers comprehension, speaking, reading, and writing.

Woodworking Grades 7-12. Covers basic skills and processes involved in woodworking: tool care and use, rough stock, squaring up stock, making and fastening joints, and miscellaneous finishing processes.

Learning for Mastery: A Formative Evaluation Quiz to Test Your Knowledge of Bloom's Concepts by F. Coit Butler; c1971; Grades 13-16+; Van Valkenburgh, Nooger & Neville, Inc.

A self-instructional quiz featuring immediate knowledge of results and prescriptive feedback. The quiz can be used as an exercise in the implementation of formative evaluation testing for students in psychology and education.

Progressive Achievement Tests of Listening Comprehension; c1971; Standard I - Form IV (Ages 7-15); New Zealand Council for Educational Research. New Zealand.

A measure of inferential comprehension (reflective listening) and recall skills (receptive listening). The passages used in this test are of various types: directions, narration, description, exposition, and argument.

Twenty-Second Annual High School Mathematics Examination 1971; c1971; Grades 9-12; Mathematical Association of America Committee on High School Contests.

A competitive examination sponsored jointly by the Mathematical Association of America, the Society of Actuaries, Mu Alpha Theta, and the National Council of Teachers of Mathematics. Test covers arithmetic, elementary and intermediate algebra, plane (Euclidean) and simple coordinate geometry, elementary space concepts, and currently emphasized topics and notations.

Undergraduate Program for Counseling and Evaluation: The Drama and Theatre Test; c1971; Grades 13-16; Educational Testing Service.

An achievement test covering the following areas of dramatic theory and standard theatre practice: theatre history; the theatre in general; dramatic literature; drama theory, criticism, and Playwriting; Acting; Direction, Management, and Production; Stage Lighting, Design, and Sound; Stage Costume, Design, and Makeup; Stagecraft and Scene Design; and Theatre Education.

Verbal Fluency Test: Grades 1-5; Not Dated; Grades 1-5; Institute for Developmental Studies, New York University.

Measures the child's verbal fluency in terms of: word knowledge, the total number of words the child can say in a specified time period; rhymes, the total number of rhymes given in response to a specfic word; and sentence fluency, the child's ability to construct sentences beginning with a specific word, two specific words, and three specific words.

Walker Readiness Test for Disadvantaged Pre-School Children in the United States by Wanda Walker; 1969; Ages 4-6; U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Research.*

An individually administered, nonverbal school readiness test, the directions for which are available in English, Spanish, and French. Subtests are: Likenesses or Similarities, Differences, Numerical Analogies, and Missing Parts.

* Available in ERIC Document ED 037 253.

Aptitude:

Children's Embedded Figures Test by Stephen A. Karp and Norma Konstadt; c1971; Ages 5-9; Consulting Psychologists Press, Inc.

An individually administered measure of cognitive style and field dependence.

Concept Formation Test I; Not Dated; Grades 1-5; Institute for Developmental Studies, New York University.

A measure of classification ability in terms of class specificity, class generalization, similarity, and identity. Yields two scores: a Choice Score, which represents the number of correct responses, and a Verbalization Score, which is a rating of the quality of the responses.

Concept Formation Test II; Not Dated; Grades 1-5; Institute for Developmental Studies, New York University.

Measures classification ability on the basis of qualities in the stimulus field ranging from perceptual identity to class communality. Stimulus items include form, color, size, and number.

Group Embedded Figures Test by Herman A. Witkin, Philip K. Oltman, and Evelyn Raskin; c1971; Adults; Consulting Psychologists Press, Inc.

A measure of cognitive style and field dependence.

Hidden Figures Test; Not Dated; Ages 6-12; Institute for Developmental Studies, New York University.

Designed to measure the child's ability to identify familiar objects or abstract figures embedded in other similar but more complex figures. An electronic tachistoscope.

Rhodes WAIS Scatter Profile by Fen Rhodes; c1971; Ages 16 and over; Educational and Industrial Testing Service.

An aid in evaluating and interpreting the levels and patterns of performance on the Wechsler Adult Intelligence Scale. The subject's performance on the subtests is summarized in terms of his level of performance on the total scale.

Word Association Test; Not Dated; Grades 1-5; Institute for Developmental Studies, New York University.

"Test samples partially structured speech, midway between spontaneous and structured associations." To each stimulus word, the child is asked to make discrete associative responses. These responses are used to estimate types of syntactic and semantic associations, cognitive set, and convergent-divergent thinking. Measures of latency of response to each stimulus word are obtained.

Word Distance Scale; Not Dated; Grades 1-5; Institute for Developmental Studies, New York University.

Measures the degree of relatedness of words in terms of associative belongingness or "connotative spread."

Word Utility Test; Not Dated; Grades 1-5; Institute for Developmental Studies, New York University.

Designed to assess cultural or class differences in functional meanings of words. The child is asked to define words in terms of use or function.

Personality, Interests, Attitudes, and Opinions:

Adaptive Behavior Scale for Adults 13½ Years or Older by Kazuo Nihira, Ray Foster, Max Shellhaas, and Henry Leland; c1969; Ages 13-Adults; American Association on Mental Deficiency.

A behavior rating scale for mentally retarded and emotionally maladjusted persons. It provides a description and assessment of adaptive behavior—the effectiveness of the individual in coping with the natural and social demands of his environment. Part I of the *Scale* assesses skills and habits in the following areas: Independent Functioning, Physical Development, Economic Activity, Language Development, Number and Time Concept, Occupation-Domestic, Occupation-General, Self-Direction, Responsibilities, and Socialization. Part II of the *Scale* provides a measure of maladaptive behavior related to personality and behavior disorders. Behaviors assessed are: Violent and Destructive Behavior, Antisocial Behavior, Rebellious Behavior, Untrustworthy Behavior, Withdrawal, Stereotyped Behavior and Odd Mannerisms, Inappropriate Interpersonal Manners, Inappropriate Vocal Habits, Unacceptable or Eccentric Habits, Self-Abusive Behavior, Hyperactive Tendencies, Sexually Aberrant Behavior, Psychological Disturbances, and Use of Medication. The *Scale* can be administered by psychologists, teachers, nurses, social workers, work attendants in residential institutions, and others who have observed the behavior or personally know the daily behavior of the person being rated.

Behavior Rating Form by Stanley Coopersmith; Not Dated; Kindergarten-Grade 9; Stanley Coopersmith.

Provides an appraisal of self-esteem behavior; those associated with poise, assurance, and self-trust; and defensive behaviors, such as bragging, domination, bullying, and attention seeking, by considering reactions to new situations, failure reactions to criticism and failure, self-depreciation, and hesitation to express opinions publicly.

Children's Behavior Rating Scale; Not Dated; Preschool-Kindergarten; Institute for Developmental Studies, New York University.

The classroom teacher rates the child's behavior on eight scales to measure personality characteristics essential to the development of cognitive functions. The Scales are: Self-Determination, Persistence, Stimulus Seeking Behavior, Competitiveness, Response to Direction, Dependence, Emotional Control in Situations of Failure or Frustration, and Mood: Cheerful-Depressed. The items are based on the *Fels-Beller Rating Scales of Children's Behavior.*

Creativity Attitude Survey by Charles E. Schaefer; c1971; Grades 4-6; Psychologists and Educators, Inc.

A measure of a child's orientation towards creativity. Subscores are: Confidence in Own Ideas, Appreciation of Fantasy, Theoretical and Aesthetic Orientation, Openness to Impulse Expression, and Desire for Novelty.

Instructional Objectives Exchange: Objective Collection-Attitude Toward School Kindergarten-Grade 12; circa 1970; Instructional Objectives Exchange.

A collection of affective objectives concerned with the learner's attitude toward school. The objectives are grouped according to grade ranges, kindergarten through third grade, fourth through sixth, and seventh through twelfth grade. A self-report inventory or observational indicator is provided to measure each objective. The measures assess attitudes toward the teacher, school subjects, learning, peers, social structure and climate, and general school-related attitudes. The items are for group, not individual assessment.

Instructional Objectives Exchange: Objective Collection—Measures of Self-Concept; circa 1970; Kindergarten-Grade 12; Instructional Objectives Exchange.

A collection of affective objectives that deal with the learner's self-concept. A self-report inventory or observational indicator is provided to measure each objective. Major dimensions of self-concept considered are peer, scholastic, family, and general. Objectives and measures are grouped according to three grade ranges: kindergarten through third grade; fourth through sixth, and seventh through twelfth grade. The measures included are for group not individual assessment.

Phillips Occupational Preference Scale by G. R. Phillips; c1965; Ages 14-Adults; Australian Council for Educational Research. Australia.

Separate forms are available for males and females. Each item is a triad consisting of the names of three occupations, each of which belongs to one of 10 vocational categories. The examinee indicates his order of preference within each item and the rankings are added to give a score for each vocational category. The categories are: Clerical, Computational, Practical, Scientific, Persuasive, Social Service, Literary, Artistic, Outdoor and Mechanical (for the Male Form only) and Medical (for the Female Form only).

Politte Sentence Completion Test: Intermediate and Secondary Form by Alan J. Politte; c1971; Grades 7-12; Psychologists and Educators, Inc.

A projective test to elicit information concerning the student's immediate environment and the persons involved in his immediate environment. Areas covered are: school, peer relations, family, goals, the opposite sex, health, and self-image.

Profile of Mood States by Douglas M. McMair, Maurice Lorr, and Leo F Droppleman; c1971; Ages 18 and over; Educational and Industrial Testing Service.

Provides a measure of six mood dimensions: Tension-Anxiety, Depression-Dejection, Anger-Hostility, Vigor-Activity, Fatigue-Inertia, and Confusion-Bewilderment.

Self-Concept and Motivation Inventory: What Face Would You Wear - Secondary Form by George A. Farrah, Norman J. Milchus, and William Reitz; c1968; Grades 7-12; Person-O-Metrics.

A measure of academic self-concept. The main factors assessed are: Goal Achievement Needs, Failure Avoidance, Role Expectation, and Self-Adequacy. The Inventory is also scored for Source of Climate Support (Parents, Teachers, Peers, Academic Self, Physical and Social Self, Adults and Counselors, Academic Activity Climate, and School Climate) and Immediate Intrinsic Orientation in terms of Evaluated Competition, Tasks and Projects, Discovery and Creativity, Skills, Aspiration, Cooperation and Conformity, Responsibility, and Acceptance and Praise.

The Self-Directed Search: A Guide to Educational and Vocational Planning by John L. Holland; c1970-71; Ages 15-Adults; Consulting Psychologists Press.

A self-administered, self-scored, and self-interpreted counseling aid based on Holland's theory of vocational choice. It is organized in terms of six personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The sections on Occupational Daydreams, Activities, Competencies, Occupations, and Self-Estimates determine a person's resemblance to each personality type. An Occupational classification booklet accompanies the inventory in the booklet; occupations are arranged according to the six personality types listed above; and the level of general educational development that an occupation requires is given. Most of the occupations listed are designated also by the number assigned to it in the *Dictionary of Occupational Titles*.

Self-Report Inventory Form R-3 by Oliver H. Brown and Donald J. Veldman; 1961; Adults; Oliver H. Brown.

The *Inventory* was devised to assess the mental health of college students preparing to teach. It measures attitudes toward the phenomenal world. Subscales are: Self (acceptance, liking, or valuing one's self); Others (acceptance, liking, or valuing peers or the importance of satisfactory relationships with peers to one's own sense of well-being); Children (acceptance, liking, or valuing children or the satisfaction derived in relationships with youngsters); Authority (acceptance or valuing of older persons outside the family who are in positions of authority with respect to the subject); Work (valuing work or accomplishment in terms of its intrinsic or self-enhancing satisfaction to the subject); Reality (acceptance or valuing life as a process — including death — and feeling comfortable with a not always predictable world); Parents (valuing one's own parents or the importance of one's relationship with parents to one's own sense of well-being); Hope (an optimistic anticipation of the future or a sense of confidence that one will play a significant and satisfying role in future relationships and undertakings. This *Inventory* is also available in a Spanish translation.

Sixteen Personality Factor Questionnaire (16PF) Form C: 1969 Edition by Raymond B. Cattell; c1962-1969; Ages 15-Adults; Institute for Personality and Ability Testing.

Form C is a shortened version of the 16PF with a more elementary vocabulary than the longer Forms A and B. The factors assessed are: Reserved-Outgoing, Less Intelligent-More Intelligent, Affected by Feelings—Emotionally Stable, Humble—Assertive, Sober—Happy-Go-Lucky, Expedient—Conscientious, Shy—Venturesome, Tough-Minded—Tender-Minded, Trusting—Suspicious, Practical—Imaginative, Forthright—Shrewd, Placid—Apprehensive, Conservative—Experimenting, Group-Dependent—Self-Sufficient, Undisciplined-Self—Conflict-Controlled, and Relaxed—Tense.

Smokers' Self-Testing Kit by Daniel Horn; 1969; Grades 7-12 and Adults; Superintendent of Documents, U.S. Government Printing Office (Public Health Service Publication No. 1904).

Covers personal behavior, attitudes toward, and knowledge of, smoking. Test is designed to determine whether the examinee really wants to stop smoking, whether he perceives his environment as helping or hindering his efforts to stop smoking, what is known about the effect of smoking, and the motivation for smoking.

Wahler Self-Description Inventory by H. J. Wahler; c1971; Adolescents and Adults; Western Psychological Service.

Measures the degree to which respondents emphasize and/or deny positive and negative characteristics in self-evaluations. A Favorable Attributes Scale and An Unfavorable Attributes Scale are included.

World Regions Perception Survey; 1967; Grades 7-12; Project Africa, Carnegie-Mellon University.*

Test measures what students believe to be true about Africa south of the Sahara and other regions of the world. The student is required to identify stimulus terms with seven regions: North America, South America, Europe, Russia, Asia, the Middle East, and Africa south of the Sahara.

* Available as ERIC Document ED 030 010.

Miscellaneous, Sensory-Motor, Unidentified:

Auditory-Motor Test; Not Dated; Ages 6-12; Institute for Developmental Studies, New York University.

Rhythmic patterns of varying lengths tapped on a drum, after which the subject attempts to reproduce the patterns on a drum.

College Student Satisfaction Questionnaire Form C: 1971 Revision by Ellen L. Betz, John W. Menne, and John Klingensmith; c1971; Grades 13-16; Central Iowa Associates, Inc.

A measure of the degree of satisfaction a student feels regarding various aspects of his college or university. The subscales are Working Conditions (the physical environment of the college, such as cleanliness, comfort of his residence, quality of meals, facilities for lounging, etc.); Compensation (the amount of effort required relative to academic outcomes and the effect

of input demands on the student's ability to meet other needs and goals); Quality of Education (the competence and helpfulness of faculty and staff, adequacy of curriculum requirements, teaching methods, and assignments); Social Life (opportunities to meet socially relevant goals, dating, making friends, participating in campus activities and informal social activities); and Recognition (attitudes and behaviors of faculty and students indicating acceptance of the student as a worthwhile individual). A total Satisfaction Score is also provided.

Environmental Sounds-Labelling Test; Not Dated; Grades 1-6; Institute for Developmental Studies, New York University.

The child is asked to name familiar environmental sounds (i.e. a sneeze, thunder, hammering) played on a tape recorder. The test measures one aspect of auditory discrimination - sound recognition.

Environmental Sounds-Picture Identification Test; Not Dated; Grades 1-6; Institute for Developmental Studies, New York University.

An auditory discrimination test measuring sound recognition. Familiar environmental sounds are played on a tape recorder. The child must select a picture which represents the sound.

Examination Behavior Scale; Not Dated; Preschool; Institute for Developmental Studies, New York University.

Provides a description of the child's behavior during individual testing sessions. The variables observed characterize the child's behavior and permit the evaluation of nonintellective factors that may impair performance on intelligence tests. The factors included in the *Scale* are: cooperation, the amount of and clarity of speech, motor activity, comprehension of instructions, persistence, attentiveness to the test, rapport, and self-confidence.

Location Activity Material Inventory; Not Dated; Preschool; Institute for Developmental Studies, New York University.

Designed for describing and evaluating the effects of the physical arrangement of selected classroom materials on the behavior of nursery school children. Dimensions of behavior observed during a play period are: the child's graphic location in the classroom, the equipment he uses, his social contacts, and the extent of his motor activity.

Modality Preference Test; Not Dated; Grades 1-6; Institute for Developmental Studies, New York University.

Designed to measure preference for one sense modality over another — specifically, whether a child prefers the visual or auditory mode of stimulus presentation. Administration of the test requires the use of mechanical apparatus.

Phoneme Test; Not Dated; Grades 1-6; Institute for Developmental Studies, New York University.

A measure of auditory discrimination—specifically, the recognition of phonemes. The subject is asked to repeat phonemes played on a tape recorder. All consonants in initial and final position, vowels, frequent double blends, and frequent triple blends are used in the test.

Tack Forms Test; Not Dated; Ages 6-12; Institute for Developmental Studies, New York University.

Measures the ability to discriminate among geometric forms by using only the sense of touch. The subject attempts to determine under varying degrees of masking which of the forms resembles the standard stimulus form.

Teacher Observation Scale; Not Dated; Preschool-Kindergarten; Institute for Developmental Studies, New York University.

Designed to identify teacher characteristics and techniques that contribute most to the improvement of scholastic and related skills in children. The *Scale* is to be used while the teacher is reading a story or conducting a group lesson. Behavior dimensions rated are: Implementation of Learning (Information Giving and Eliciting Responses); Feedback (Confirmation, Supportive Conformation, Negation, and Corrective Negation); Control (Teacher Control and Assistant Teacher Control).

Texture Test; Not Dated; Ages 6-12; Institute for Developmental Studies, New York University.

The test measures the ability to make tactile discriminations of three-dimensional materials.

Word Picture Identification Test; Not Dated; Grades 1-6; Institute for Developmental Studies, New York University.

An auditory discrimination test in which the child is asked to indicate which of five pictures corresponds to the stimulus word played on a tape recorder. The stimulus words, all of which are nouns, represent a full range of phonetic elements. The recognition level of all words in the test is limited to beginning first grade.

ANNOUNCEMENTS RECEIVED

AAHPER Cooperative Health Education Tests Level III; c1971; Grades 7-9; Cooperative Tests and Services, Educational Testing Service. Available winter 1972.

Content areas are: consumer health, community health, international health, disease and disorders, personal health care, sex education, growth and development, nutrition, mental health, drug use and abuse, safety and first aid.

An Alcohol Knowledge Survey by Gelolo McHugh and Tom McHugh; Family Life Publications, Inc. Available January 1972.

Diagnostic Test in Mathematics Level I; Grades 8-9; Ontario Institute for Studies in Education. Canada. Currently available.

Topics covered in the test are: operations with whole numbers; operations with positive fractions; problems involving fractions; decimals and percent; properties of numbers; set notation with Venn diagrams; operations with integers; number sentences; and geometry and mensuration. The test is available in French and English.

Gap Reading Comprehension Tests by J. McLeod; Heinemann Educational Books. Great Britain.

A measure of children's reading ability. The test consists of a graded series of passages in which random blanks are left for the child to complete. Test scores are converted to a Reading Age.

Ka-Ro Inkblot Test by Yasufumi Kataguchi; Adults; My Book Service, Inc. Japan.

A series of inkblots parallel to the *Rorschach Inkblots* when the conventional formal scoring categories for the *Rorschach* are used.

Opinions Toward Adolescents by William T. Martin; c1972; Adults; Psychologists and Educators, Inc. Available spring 1972.

An eight-factor questionnaire of adult opinions toward adolescents. Subscales are: Conservative-Liberal, Permissive-Punitive, Morally Accepting-Morally Restrictive, Democratic-Authoritarian, Trust-Mistrust, Acceptance-Prejudice, Understanding-Misunderstanding, and a validity scale, Sincerity-Skepticism.

Prescriptive Teaching Series by Sue Martin; Grades 1-8; Psychologists and Educators, Inc. Available February 1972.

A series of six separate checklists for evaluating elementary level students. Checklists are provided for Visual-Motor Skills, Visual Skills, Motor Skills, Auditory Skills, Reading Skills, and Math Skills.

Tasks of Emotional Development Test by Haskell Cohen and Geraldine Rickard Weil; Children and Adolescents; Lexington Books. Presently available.

A projective test covering major personality variables involved in social and emotional development.

TEST DISTRIBUTION CHANGES

Theological School Inventory, previously available from Educational Testing Service, is now distributed by the Ministry Studies Board.

TESTS NO LONGER AVAILABLE

Life Experience Inventory; Psychologists and Educators, Inc.

Publication has been canceled.

TEST REVIEWS

Cooperative General Industrial Arts Tests; Cooperative Tests and Services, Educational Testing Service.

Reviewed by Bruce W. Tuckman and Myron N. Corman, Rutgers University, in the *Journal of Educational Measurement,* Winter 1971, Vol. 8, No. 4, pp. 341-343.

Psychological Screening Inventory; Richard I. Lanyon.

Reviewed by James N. Butcher in *Professional Psychology,* Fall 1971, Vol. 2, No. 4, pp. 416-418.

School Apperception Method; Springer Publishing Company.

Reviewed by C. H. Ammons, University of Montana, in *Perceptual and Motor Skills,* August 1971, Vol. 33, No. 1, p. 339.

NEW REFERENCES

Angoff, William H., Editor. *The College Board Admissions Testing Program: A Technical Report on Research and Development Activities Relating to the Scholastic Aptitude Test and Achievement Tests.* New York: College Entrance Examination Board, 1971. Pp. 181.

The manual provides a technical explanation of the characteristics and development of the tests. Major studies of the Scholastic Aptitude and Achievement Tests are summarized. Also provided are descriptive statistics on candidates, the predictive validity of the tests, and research studies pertaining to the tests and candidates.

Bellak, Leopold. *The C.A.T. and T.A.T. in Clinical Use: Second Edition.* New York: Grune & Stratton, 1971. Pp. 328.

Covers the various procedures for administering, scoring, and interpreting the *Thematic Apperception Test* and the *Children's Apperception Test.* Case histories and analyses are included.

Boyd, Joseph L. Jr. and Shimberg, Benjamin. *Directory of Achievement Tests for Occupational Education.* Princeton, New Jersey: Educational Testing Service, April 1971. Pp. 181. (Draft).

An annotated listing of tests appropriate for the automotive trades, building trades, drafting, printing, graphic arts, electronics, health, the machine trades, office, and other occupations.

Boyd, Joseph L. Jr. and Shimberg, Benjamin. *Handbook of Performance Testing: A Practical Guide for Test Makers.* Princeton, New Jersey: Educational Testing Service, January 1971. Pp. 189.

A guide for vocational educators in planning and preparing performance measures for evaluating behavioral outcomes of instruction. Included are discussions of the nature and need for performance testing, stages in the development of a work-sample performance task, alternative approaches to performance testing, and advantages and disadvantages of various types of testing. The appendix consists of a sampling of performance tests representing a wide range of skills and occupations.

Cassel, Russell N. *UWM Fortran Measurements Programs.* Jacksonville, Illinois: Psychologists and Educators, Inc., 1971. Pp. vii + 96.

Presents Fortran program formats for 19 statistical research programs.

Dick, Walter and Hagerty, Nancy. *Topics in Measurement: Reliability and Validity.* New York: McGraw-Hill, 1970. Pp. 176.

Designed to provide students with a background and concrete experience in working with and understanding the major concepts related to reliability and validity of evaluation instruments. The book is written in a programmed instruction format.

Equivalency and Proficiency Testing: A Survey of Existing Testing Programs in Allied Health and Other Health Fields. Bethesda, Maryland: U.S. Department of Health, Education, and Welfare, Public Health Service, National Institute of Health, Bureau of Health Manpower Education, 1970. Pp. 83.

Topics discussed are: testing in the medical laboratory field, granting academic credit by examination, testing in health professions, transfer from military to civilian health fields, testing nurses, licensure and other governmental regulations, and testing in education and industry.

Guthrie, P. D. *Head Start Test Collection Report—Measures of Infant Development: An Annotated Bibliography.* Princeton, New Jersey: Head Start Test Collection, Educational Testing Service, December 1971. Pp. 22.

Hertz, Marguerite R. *Frequency Tables for Scoring Rorschach Responses: Fifth Edition.* Cleveland, Ohio: The Press of Case Western Reserve University, 1970. Pp. 284.

Also includes reports of empirical studies of the *Rorschach.*

Hoepfner, Ralph and Stern, Carolyn. *CSE-ECRC Preschool/Kindergarten Test Evaluations.* Los Angeles, California: Center for the Study of Evaluation, UCLA Graduate School of Education, School Evaluation Project and the Early Childhood Research Center, 1971. Pp. xxii + 54.

A compendium of published assessment, diagnostic, and prognostic instruments keyed to educational objectives for preschool and kindergarten education. Each instrument is evaluated by measurement experts and early childhood educators for meaningfulness, examinee appropriateness, administrative usability, and quality of standardization.

Jackson, Rex. *Developing Criterion-Referenced Tests.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, June 1970. Pp. 18.

A definitive discussion which includes topics such as general principles for the development of criterion-referenced tests; the utility of item form processes; problems in the development of criterion-referenced tests to assess complex behavior; and some empirical methods for dealing with item analysis, test reliability, and test validity.

Postman, Leo and Keppel, Geoffrey, Editors. *Norms of Word Association.* New York: Academic Press, 1970. Pp. xi + 467.

A collection of nine sets of norms for word association tests. The norms presented were previously unpublished. Included are 1952 Minnesota word association norms (Jenkins), free-association responses of English and Australian students to words from the Kent-Rosanoff Word Association Test (Russell), International Kent-Rosanoff Word Association Norms (Rosenzweig), free association responses to the primary responses and other responses selected from the Palerma-Jenkins norms (Keppel and Strand), California norms (Postman), single-word free-association norms for responses from the Connecticut cultural norms for verbal items in categories (Marshall and Cofer), homographs (Cramer), and substitution, context, and association (Ervin-Tripp).

Report of the Commission on Tests. I: Righting the Balance. II: Briefs. New York: College Entrance Examination Board, 1970. Pp. (I) xvi + 118. (II) x + 194.

The College Entrance Examination Board appointed the Commission on Tests to review the Board's testing function in education, to consider possibilities for fundamental changes in tests and their use, and to make recommendations based on its conclusion. Volume I, *Righting the Balance,* contains information on the establishment of the Commission, a history of college entrance testing and the College Entrance Examination Board, a critique of the major functions of the Board, criticisms of the Board's testing programs, and recommendations for change. Volume II, *Briefs,* is a series of papers written by members of the Commission, proposing changes in current tests and services or advocating new programs and services.

Ronan, W. W. and Prien, Erich P. *Perspectives on the Measurement of Human Performance.* New York: Appleton-Century-Crofts, 1971. 648 pp.

An anthology of research and theoretical studies concerned with the significance and measurement of work performance.

Test Bias: A Bibliography. Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, June 1971. Pp. 12.

A listing of selected articles, research reports, monographs, books, and reference works related to test bias that have been published since 1945.

Test Service Notebook Number 13: A Glossary of Measurement Terms. New York: Harcourt Brace Jovanovich, circa 1971. Pp. 8.

A glossary of terms used in psychological and educational measurement. The glossary is intended primarily for students and persons with limited training in measurement.

Vargas, Julie S. *Writing Worthwhile Behavioral Objectives*. New York: Harper & Row, 1972. 160 pp.

A self-instructional guide to recognizing, classifying, and writing objectives at every cognitive level. Covers statement of objectives, pretests, graded exercises and answers, and posttests. A behavioral analysis of concept formation and creativity is included.

NEW PUBLISHERS

Heinemann Educational Books
48 Charles Street
London, England W1X 8AH

J. A. Preston Corporation
71 Fifth Avenue
New York, New York 10003

Lexington Books
D. C. Heath and Company
125 Spring Street
Lexington, Massachusetts 02173

My Book Service, Inc.
P. O. Box 12
Koganei, Tokyo 184
Japan

NEW ADDRESSES

Psychologists and Educators, Inc., Suite 212, 211 West State Street, Jacksonville, Illinois 62650.

NOTES

The Seventh Mental Measurements Yearbook, edited by Oscar K. Buros, will be available in March 1972. The *Seventh Yearbook* will be a two-volume set containing information on 1,157 tests, including 640 tests not previously listed in a *Mental Measurements Yearbook* and 453 tests revised or supplemented since last listed. There will be 798 original test reviews; 183 reviews excerpted from journals; 12,539 references on the construction, use, and validity of specific tests; a bibliography of 664 books on testing and 554 book reviews. Also included will be a current directory of 243 test publishers. The two-volume set will be available for $55.00 from the Gryphon Press.

ADDRESSES

Below are the addresses of those publishers and organizations whose materials and services are mentioned in this *Bulletin*.

ASIS National Auxiliary Publications Service
c/o CCM Information Sciences, Inc.
866 Third Avenue
New York, New York 10022

Academic Press
111 Fifth Avenue
New York, New York 10003

American Association on Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, D. C. 20015

Appleton-Century-Crofts
Professional and Reference Department
Educational Division/Meredith Corporation
440 Park Avenue South
New York, New York 10016

Australian Council for Educational Research
Frederick Street
Hawthorn E. 2
Victoria, Australia

Dr. Oliver H. Brown
Research and Development Center for Teacher Education
The University of Texas
Austin, Texas 78712

Center for the Study of Evaluation
Dissemination Office
145 Moore Hall
University of California
Los Angeles, California 90024

Central Iowa Associates, Inc.
1408 Meadowlane Avenue
Ames, Iowa 50010

College Entrance Examination Board
888 Seventh Avenue
New York, New York 10019

Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306

Cooperative Tests and Services
Educational Testing Service
Princeton, New Jersey 08540

Dr. Stanley Coopersmith
University of California
Davis, California 95616

Cornell Critical Thinking Project
Cornell University
107 Stone Hall
Ithaca, New York 14850

ERIC Clearinghouse on Tests, Measurement, and Evaluation
Educational Testing Service
Princeton, New Jersey 08540

Educational and Industrial Testing Service
P.O. Box 7234
San Diego, California 92107

Educational Testing Service
Princeton, New Jersey 08540

Family Life Publications, Inc.
219 Henderson Street
P.O. Box 427
Saluda, North Carolina 28773

Grune and Stratton, Inc.
381 Park Avenue South
New York, New York 10016

Gryphon Press
220 Montgomery Street
Highland Park, New Jersey 08904

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

Harper & Row, Publishers, Inc.
49 East 33rd Street
New York, New York 10016

Head Start Test Collection
Educational Testing Service
Princeton, New Jersey 08540

Heinemann Educational Books
48 Charles Street
London, England W1X 8AH

Institute for Developmental Studies
IPS East Bldg., 3rd Floor
School of Education
New York University
Washington Square
New York, New York 10003

Institute for Personality and Ability Testing
1602 Coronado Drive
Champaign, Illinois 61820

Instructional Objectives Exchange
Box 24095
Los Angeles, California 90024

Richard I. Lanyon
Department of Psychology
Northeastern University
Boston, Massachusetts 02115

Lexington Books
D. C. Heath and Company
125 Spring Street
Lexington, Massachusetts 02173

McGraw-Hill Book Company
330 West 42nd Street
New York, New York 10036

Mathematical Association of America
Committee on High School Contests
1225 Connecticut Avenue, N.W.
Washington, D. C. 20036

Ministry Studies Board
1810 Harvard Boulevard
Dayton, Ohio 45406

My Book Service, Inc.
P.O. Box 12
Koganei, Tokyo 184
Japan

New Zealand Council for
Educational Research
Education House
178-182 Willis Street
Wellington C. 2, New Zealand

The Ontario Institute for Studies
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Department of Measurement
and Evaluation
252 Bloor Street West
Toronto 5, Ontario
Canada

Person-O-Metrics
205-04 Williamsburg Rd.
Dearborn Heights, Michigan 48127

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University
Cleveland, Ohio 44106

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Pittsburgh, Pennsylvania 15213

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Suite 212
211 West State
Jacksonville, Illinois 62650

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200 Park Avenue South
New York, New York 10003

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U.S. Government Printing Office
Washington, D. C. 20402

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Washington, D. C. 20202

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Bureau of Health Manpower Education
Bethesda, Maryland 20014

Van Valkenburgh, Nooger & Neville,
Inc.
15 Maiden Lane
New York, New York 10038

Western Psychological Services
12031 Wilshire Blvd.
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